

**New Fairfield Public Schools  
New Course Proposal**

**Directions:**

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

**Course Being Proposed:** Advanced Music Technology

**Proposal submitted by:** Casey Hounsell

**School:** New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

Music Department/ Grades 9-12

2. Please indicate if the new course or instructional program is a semester-long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

Advanced Music Technology will be a semester-long course open to all high school students who have completed Music Tech I (Grades 9-12) beginning with the 2022-2023 school year.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course will explore advanced topics in Music Technology and concentrate on "Real World" applications. Topics include but not limited to: Music Business, Music Production and Audio Engineering. Students will have the opportunity to reinforce and further develop their comprehensive musicianship skills. They will use their individual creativity and working knowledge of music and technology to create projects that build upon topics learned in Music Tech I. Students will learn and demonstrate composition techniques geared towards their individual interests and use production skills to perform their created works and audio recording techniques. Skills in keyboard, guitar, vocals, and any other necessary instruments will be acquired. Collaboration with community artists, organizations, and universities will be pursued to provide students real-world experiences with musical artists and production engineers.

4. Please indicate the target population for this proposal.

Advanced Music Technology aims to build upon the skills learned in Music Tech I. This class will attract students who have an interest in music technology and pursuing a career in production beyond the traditional band and choir setting. This program will continue to serve all

of the following: the student with no prior musical experience, for students who already study an instrument in the school system, for students who take private lessons, or for students who have learned about music or an instrument in a less formal fashion.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

Advanced Music Technology will be an additional course offered within the music department. Advanced Music Technology explores the development and production of sound in a progressively rigorous curriculum to gain the skills to work in the music industry. Students will not only explore, but experience an engaging class that focuses on the creation, recording, mixing, performing, and production of music.

6. List any prerequisites for this course or instructional program.

All students interested in this class must take Music Tech I

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

Prerequisite: Music Tech I with a grade of 80 or better. This semester-long course will build upon a student's understanding of music theory and fundamentals of using software and hardware tools for producing music. The class will stress application and creative content, using a series of project-based learning activities which includes student exposure to performing with electronic instruments and vocal recording, multi-track recording (both MIDI sequencing and live instruments), music arranging, and music history. This course is a hands-on, applied class delivering to students an experience with digital music and video editing/recording software applications: GarageBand ( Digital Audio Editing Workstation) and iMovie (Video Editing).

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

### OBJECTIVES

- a. Apply concepts from physics and acoustics in practical situations to solve sound problems and/or achieve desired outcomes in both sound reinforcement and sound recording.
- b. Develop an understanding of the history and aesthetics of electronic music and demonstrate the effective use of both MIDI-based and non-MIDI hardware and software in the creation and production of electronic music.
- c. Evaluate merits of recording outcomes with an understanding of the technical goals and aesthetic considerations appropriate for a given genre. Distinguish specific audio career paths and the steps needed to become a successful profession in the audio industry.
- d. Develop advanced music production skills involving sequencing, editing, signal processing, mixing and sampling. Instruction is combined with practical application on a digital audio workstation.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Topics/Unit Sequence

- a. Sound Reproduction
- b. Electronic Compositions
- c. Mashup and Podcasts
- d. Sight and Sound: Video and Film
- e. Personal Project

Assessments

- a. Students will create and submit multiple projects demonstrating their ability to effectively record, edit, and mix audio. Projects will include recorded and imported audio as well as MIDI sequences.
  - b. Students will demonstrate their knowledge of audio theory on mid-term and final exams as well as by the outcome of their projects.
  - c. Students will be required to critique the work of other students to help develop critical listening skills and the ability to communicate music production concepts.
  - d. Students will evaluate a live concert to demonstrate their understanding of how music production concepts translate to live sound reinforcement
10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment, and space needs.

Computers for this class are currently in the iMac lab (103) at the high school. All applications for the class are currently installed on the computers (Garageband) or can be accessed through the internet. All additional equipment has already been purchased.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

No textbook is needed for this course.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will work closely with other classes in the district. Many of the skills learned in this course can be applied to other classes as a way to enhance projects and assignments with the help of technology. Projects and assignments they complete in other classes can also be used in Advanced Music Technology (podcast, sound effects, mixing). The possibilities are endless

when there is communication and collaboration between teachers. We will continue to create those opportunities for collaboration as the class progresses.

**Signatures of those making this proposal:**

\_\_\_\_\_  
**Teacher**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Department Chair (if applicable)**

\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Principal**

11/17/21  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Assistant Superintendent**

11/17/21  
\_\_\_\_\_  
**Date**

Sample Final Projects  
*By the end of the class, students will be able to...*

### **Final Project Option #1**

Students are going to submit a film scoring portfolio that contains 15 minutes of film scoring. This could be any combination of movie, TV, sports or video games.

15 minutes can be any number of individual videos. At least 3 videos must be submitted.

#### Criteria for Success

1. Original music composed by the student.
2. Loops and/or Keyboards. NO pre-recorded music.
3. ALL sound effects must be created. NO pre-recorded sound effects.
4. Show volume and pan changes - when and where is up to the student
5. Mix the final score of each video submitted. Mix = EQ, Effects, Volume, etc

### **Final Project Option #2**

Create a 15 minute DJ Mashup. Mashup must include Loops & Samples of MP3's

#### Criteria for Success

1. MP3 Samples - NO LONGER THAN 15 seconds each
2. Loops- at least 15, as many after that as you want
3. EQ - You must show usage of EQ parameters
4. Volume - You must show usage of volume automation
5. Pan - You must show usage of Pan automation
6. Fades - You must show fade ins and fade outs
7. Audio Effects - You must use at least 3 audio effects
8. Sound Effects - are not included in the Loops count. Use as many as you want.

### **Final Project Option #3**

Using the Careers in Music Business/Management website from the Berklee College of Music you are to select one career from the list to focus on. After selecting that career you are to create a Podcast - 10-15 minutes.

#### Criteria for Success

1. Overview of the career
2. History of the career
3. How has the career changed over the year
4. How has technology influenced the career
5. Salary
6. Famous people in the field
7. Interview - can you find someone to interview about the career?